Theacer's Pedagogical Moves That Support Religion Children with Special Needs in Inclusion Classes

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Abstract

Religion is part of human rights. The books of ushul fiqh describe five basic principles in religion that must always be guarded, including maintaining religion. Law Number 20 of 2003 concerning the national education system provides full guarantee for children with special needs to get quality education services. The purpose of this study was to describe teacher learning actions that support the religious development of students with special needs in the inclusive class. The approach used in this study is a qualitative approach. The data sources in this study were the principal, teachers, and the person in charge of the inclusive class. Data collection was carried out in the inclusion class. In general, this data collection is carried out in two stages, namely simultaneous observation and interviews, as well as sudden observation and interviews. Simultaneous observation and interviews were carried out in order to collect data until it really met the completeness of the description and which was the focus of the research, while sudden observation and interviews were carried out in order to complete the missing data and in the framework of triangulation. Furthermore, recording and documentation were also carried out to complement the research data. Data analysis activities in this study were carried out inductively. Inductive data analysis was performed to find inferences / final conclusions on the data collected little by little from the research location. In analyzing the research data, the researcher used a data analysis framework adapted from the interactive model developed by Miles and Huberman (1992), which consists of four stages, namely: (1) data collection stage, (2) data reduction, (3) data presentation, and (4) data verification and drawing final conclusions. The results showed that teacher learning actions that support the diversity of students with special needs at SD Al Iesyad 02 Cilacap are translated through the integration of religious development through thematic learning and Islamic Education subjects supported by an inclusive team incorporated in the Butterfly Learning Center. To support this program, the community academics creates situations that support the achievement of instructional learning objectives and the impact that accompanies them. Creation of bi'ah islamiyah (Islamic environment) in schools. A comfortable and attractive classroom arrangement, installation of evocative and religious posters.

Keywords: *learning actions; religion; children with special needs; inclusion*

A. Introduction

Religion is part of human rights. Many of the ushul fiqh books describe five basic principles in religion that must always be guarded, including maintaining religion (Azizy, 2003), in this case including protecting the religion of children with special needs. Law Number 20 of 2003 concerning the national education system provides full guarantee for children with special needs to get quality education services.

Most education experts agree that educational activities should be able to develop students in three main domains, namely cognitive, affective, and psychomotor or what is often referred to as knowledge, attitudes, and skills. This means that after completing a certain educational program, students should become individuals who are knowledgeable, have good character, and are professional in their fields. The reality shows that learning so far has only been limited to teaching, not to those aimed at improvement, enrichment activities, increased learning motivation, and the development of attitudes and effective learning habits. This kind of condition needs improvement and the role of educators is needed, especially in the problem of behavior change. Handarini (2000) states that the context of education today prioritizes intellectual development. This condition requires teachers to complete teaching materials and achieve curriculum targets.

The diversity of students with special needs in Indonesia is currently described as very straightforward, starting from the careless way of worshiping and even the religious care of their parents is still very concerning.

Many people are of the view that this condition is thought to have originated from what is produced by the world of education. It is education that should have the greatest contribution to this situation. In the field of school education, the origin of diversity, especially children with special needs, is given the responsibility of religious education.

SD Al Irsyad 02 Cilacap is one of the favorite elementary schools and pays great attention to religious education. Researcher's interest in this elementary school was strengthened when he conducted an interview with one of the teachers and principals in the foundation. and it turns out that there are several data trends that lead to this research activity. For example, the teachers in this elementary school always try to instill diversity through the subjects that each subject teacher teaches. In addition, the school also created an education team that pays close attention to the diversity of students with special needs.

In any educational endeavor is one determining factor for success. Almost every teacher's behavior will be seen, heard, and imitated by students. In elementary

schools (SD) the teacher is the central figure for the child, the teacher is the first person outside the family to interact intensively with the child so that the teacher can become a model for the child, all teacher attitudes and behavior can influence the development of the student's personality. The teacher, apart from being a teacher who develops the intellectual potential and skills of the child, is also an educator who must develop aspects of the child's personality. The two roles can run and achieve goals simultaneously if the teacher is able to carry out educational learning.

According to Piaget, the essence of development, including diversity, is influenced by two factors, namely internal and external factors. Both of these factors influence changes in cognitive structure. Changes in cognitive structures that occur in stages. External factors can be the influence of teachers, parents, and peer groups, while internal factors are determined by the level of intellectual development (in Santrock, 2007).

Educational learning actions are no longer seen as routine-mechanical activities motivated by mere completion of curriculum material targets, but rather as opportunities to contribute in order to facilitate future human development.

Learning is more seen as a noble task that is dynamic, challenging, and fun. The implication is that learning is no longer packaged as a matter of mere material transmission, but as a demand for decision making in order to achieve the full goal of education, both instructional and accompaniment.

Joni (2008) states that one of the things that education actors should pay attention to is that the delivery of educational messages should be used by teachers to realize other aspects of educational messages which are also important in the framework of the whole goal of education. In this case, one of them is the realization of student diversity.

The religious atmosphere must be created by the teacher's orientation. And teachers must act as models of ethical or unethical behavior in learning (Novak, in Santrock, et al., 2007). Lepper, et al. (in Du Boulay & Luckin, 2001) suggest the importance of facial expressions, body language, intonation, and other cues in learning. Meanwhile, according to Key (1975), teachers need to train and organize the process of democratic social structures in the classroom. Teachers must not be authoritarian. Teachers should have an integrative and democratic approach, uphold the ideal of democracy, and accept the rights of students as individuals (in Harding & Snyder, 1991).

This research will reveal how the religious development of students with special needs is translated through learning actions (educational learning movements) carried out by teachers in the classroom through making transactional learning decisions on situations that occur during learning. In this research, what will be achieved is the formation of soft skills in the form of student religious development,

through learning actions (educational learning movements) carried out by the teacher. As is well known, religion is very important for students, both in school life and in society.

This research needs to be done because to the best of the author's knowledge there is no information about the learning action process designed for students with special needs at the elementary school level in Indonesia. Even though information on the management of learning programs designed by schools for the religious development of students with special needs is very important and needs to be done. This study intends to describe, analyze, and explain learning actions for the religious development of students with special needs in a natural context. This needs to be done so that understanding of learning actions in schools can be understood more comprehensively.

B. Method

1. Approach and Type of Research

The approach used in this research is a qualitative approach, while the type of research used is phenomenological research.

The substantial description of this research is in accordance with the object of this research, namely in the form of learning actions carried out by the teacher towards the diversity of students with special needs at SD Al Irsyad 02 Cilacap. The research object is in a natural state and is not manipulated or given certain treatment because the data is an event of learning actions carried out by the teacher. The data collected in the form of words, sentences, behavioral records, and documents through field observations, interviews, and documentation were then analyzed inductively to get an explicit meaning about the events of the teacher's learning actions.

2. Data and Data Sources

This study has several types of data, namely: (1) Forms of learning action events, (2) the reasons behind the teacher choosing an action, and (3) factors that become supporting and constraints in the context of impactful learning actions. towards student diversity.

The data in this study were grouped into two types, namely, main data and supporting data (Moleong, 2000). The main data is the teacher's learning words and actions that contribute to the development of student diversity. While the supporting data is data that is directly or indirectly related to learning, such as school profiles, vision and mission, student data, personnel, facilities and infrastructure, educational programs, and regulations issued by schools that are contained in notes or documents.

3. Data collection procedures and techniques

All of that was done to obtain data about real and actual phenomena contained in the learning actions towards the diversity of students with special needs. Data collection was carried out in the inclusion class. The data obtained will be studied, recorded, and processed, coded, and analyzed by looking at the categories developed in the theme so that a tentative conceptual finding develops. These conceptual findings are findings related to the sub-focus of research, namely learning action events, the reasons behind the teacher taking an action, and factors that become weaknesses and strengths in learning actions for students' religious development.

In general, this data collection is carried out in two stages, namely simultaneous observation and interviews, as well as sudden observation and interviews. Simultaneous observation and interviews were carried out in order to collect data until it really met the completeness of the description and which was the focus of the research, while sudden observation and interviews were carried out in order to complete the missing data and in the framework of triangulation. Furthermore, recording and documentation were also carried out to complement the research data.

4. Data Analysis

The research analysis refers to Patton's (1980) view which contains (1) a detailed description of situations, events, people, interactions, and behaviors, (2) informants' statements about their experiences, attitudes, beliefs, and thoughts, and (3) excerpts of the contents of the document. Thus in this study data analysis is the process of searching, simplifying, classifying, and systematically arranging the data obtained with the aim of compiling, finding the meaning that occurs in the research setting, then elevating it to a theory as a result of research findings (Bogdan and Biklen, 1982). Data analysis activities in this study were carried out inductively. Inductive data analysis was performed to find inferences / final conclusions on the data collected little by little from the research location. In analyzing the research data, the researcher used a data analysis framework adapted from the interactive model developed by Miles and Huberman (1992), which consists of four stages, namely: (1) data collection stage, (2) data reduction, (3)) data presentation, and (4) data verification and drawing final conclusions (in Mantja, 2003). Theoretically, these four stages have different meanings, but are practically related to one another, as shown in the following figure:

C. **Content**

1. Description of Teacher Learning Actions that Support the Religiousness of Children with Special Needs in Inclusive Classrooms.

Based on the use of the method of observation, interviews, and documentation by the researchers, the following information was obtained:

Religious behavior does not come naturally, but it needs constant conditioning by all the academic community (interviews with the principal). A similar opinion was conveyed by the teacher in charge of the inclusion class that religious development is carried out by all residents in the school, which is supported by the involvement of parents, guardians of students. According to the teacher in charge of the inclusive class, parental involvement is carried out at the beginning of the new school year and other incidental opportunities, for example when receiving student report cards. According to the principal, inclusion classes are one of the strategies that can be used to help provide services for children with special needs. Although it can be said that the current inclusion services cannot be separated from the existence of a foundation that has a background of caring for children with special needs. In its implementation, this SD continues to improve to provide the best service. Not a few continuous efforts were made, including by conducting comparative studies and seminars.

The integration of religious development through thematic learning and subjects supported by the inclusion team has implications for learning in this elementary school. To support this program, the foundation and the academic community are trying to create a situation that supports the achievement of instructional learning objectives and the impact that accompanies them. Creation of bi'ah islamiyah (Islamic environment) in schools. A comfortable and attractive classroom arrangement, the installation of evocative slogans posters, humanist and warm communication are often echoed for Islamic behavior in this elementary school.

Teacher's pedagogical moves that support the religious development of elementary school students through integration with subjects can be categorized into four categories, namely:

a. Teacher structuring

Teacher learning actions are intended to prepare and focus students' attention on the topic to be taught. In this stage the teacher always makes RPP according to the subject being taught (interview with the principal). This condition was reinforced by the statements of several teachers who stated that the teachers in this elementary school always made lesson plans (interview with the BLC team)

b. Teacher soliciting

Teacher soliciting, namely teacher learning actions that are intended to encourage student responses, both verbal and non-verbal through questions and assignments given by the teacher, for example provoking student activity by giving questions (apperception, with past subjects), using non-verbal level language: cues like to provoke student activity, appear very friendly, adjust to the level of children's language understanding.

c. Student responding

Student responding, namely student responses to questions and assignments given by the teacher. In responding to questions and assignments from the teacher, students generally carry out the assignments of the teacher (interview with the BLC team coordinator), the teacher draws examples of flat shapes (circle, square, rectangle, etc.) on the whiteboard, while the students mimic . Usually there are children who do not respond according to the wishes of the teacher (interview with the BLC team teacher), for example screaming and refusing to be silent, chatting by themselves (observation of learning in BLC), negative student responses usually occur only to certain children and children -children with special needs who are usually present in certain classes (interview with the BLC team coordinator).

d. Teacher Reacting

Teacher reacting, which is the teacher's learning action regarding the teacher's reactions or follow-up actions to the responses shown by the students. In giving reactions to the students' responses, various reactions were found. Every time the change of student subject matter looks rowdy, the teacher gives a verbal signal "focus !!!" (learning observation at BLC), some teachers said the importance of being close and exploring the world of children (interview with the BLC team), giving stars to students who got good grades (observation of learning at BLC), giving taushiyah (interview with the BLC team), asking how students are, giving more attention (interview with the BLC team) giving educational punishments by memorizing short letters in the Koran (interviews with the BLC team), giving praise is emphasized (observation of learning in BLC). According to the teacher in charge of the inclusion class, the accompanying teacher is very helpful when there is an abnormal reaction from the students. The teacher will always remind the agreement in learning, for example not to shout and not run around in learning (Interview with the BLC coordinator)

2. Discussion

The development of student diversity in this elementary school is the responsibility of all subject teachers and is supported by the Butterfly Learning Center team. The religious development of children is mostly carried out through all subjects. Although this responsibility is mostly carried out by the BLC team.

Learning actions that educate and respond to students during the learning process can be categorized into four categories of learning actions (pedagogical moves) as stated by Bellack, et, al (1973), namely; 1) teacher structuring, namely teacher learning actions intended to prepare and focus students' attention on the topics to be taught, 2) teacher soliciting, namely teacher learning actions that are intended to encourage student responses, both verbally and non-verbally through questions and assignments given by the teacher, 3) student responding, namely student responses to the questions and assignments given by the teacher, and 4) teacher reacting, which is the teacher's learning actions regarding the teacher's reactions or follow-up to the responses shown by the students.

The results of the data description show that in general the learning actions of elementary school teachers support students' religious development. The findings of the study that learning actions by teachers contribute to students' religious development strengthens Piaget's opinion, which states that the nature of development is influenced by two factors, namely internal and external factors. Both of these factors influence changes in cognitive structure. Changes in cognitive structures that occur have a gradual process such as the stages and levels of the order of moral reasoning. External factors can be the influence of teachers, parents, and peer groups, while internal factors are determined by the level of intellectual development (in Santrock, 2007). The influence of the environment, teachers are very thick seen in the religious development in this elementary school. This condition is in accordance with the opinion of Suparno (1996) which states that without the presence of teachers learning activities in elementary schools, especially in low classes, are impossible. Some of the reasons for this statement include: 1) elementary school students still need guidance, 2) learning facilities and infrastructure in primary schools in Indonesia are relatively inadequate, 3) parental care as guardians of students is still lacking, and 4) learning in elementary schools is the basis of learning at a higher level, thus the presence of teachers in learning activities is absolutely necessary (in Widiyanto, 2001).

The data show that the development of student diversity at SD Al Irsyad 02, which is the responsibility of all subject teachers, has been carried out systematically and planned. Reigeluth argued, good learning must provide

correct and valuable information (clear information), thoughtful practice, information feedback, and strong internal and external motivation from students (strong intrinsic and extrinsic motivation). (in Widiyanto, 2001)

The discussion of the stages of the learning action in more detail is as follows:

a. Teacher structuring

The data description shows that the teachers at SD Al Irsyad 02 Cilacap prepare and focus students' attention on the topics to be taught. Learning objectives that are developed are not only focused on instructional goals but also on the achievement of accompanying impacts (nurturant). This condition is in line with the opinion of Joyce & Weil, 1972) which states that the ability to carry out educational learning, which includes four activities, including designing learning programs that facilitate the development of soft skills in addition to the formation of good hard skills that are formed directly from instructional actions. effect) as well as an indirect impact of the accumulation of learning experiences shared by students throughout the learning process or nurturant effect.

Although in general the teachers at this elementary school tried to prepare themselves well, most of them also expressed the difficulty in organizing lessons that attempted to facilitate the development of soft skills in addition to the formation of hard skills. This is in line with the statement of Paolitto and Reimer (in Harding & Snyder, 1991) which states that teachers need to plan and think carefully. In addition, teachers must consider the specificities of body language. Another important thing is that teachers' empathy is the starting point in their interactions with students. Takwin (2008) wrote that the basic element of empathy that a person must have, first, is imagination which depends on the ability to imagine. Second, there is awareness of yourself (self-awareness or self-consciousness). Third, there is awareness of other people; recognition and concern for others. Fourth, there are feelings, desires, ideas and representations or the results of actions both in good people and in others as parties who are given empathy along with openness to understand each other. Fifth, the availability of an aesthetic framework. Sixth, the availability of a religious frame of mind. The religion above by Glock and Stark was then developed into five parts, namely the ideological dimension, the ritualistic dimension, the intellectual dimension, the experential dimension, and the consequential dimension.

According to Glock and Stark, teachers need to show a high individual moral which mentally and emotionally in them can produce a similar response from their students. The impact is they (teachers) provide a model

and raise their morality in relationships with students and colleagues. This positive personal interaction can lead to high quality teaching and learning process activities and high quality behavior in assessing and sharing relationships. This shows that the empathy of a teacher plays an important role in improving the quality of learning, building healthy interactions with students, which in turn makes teaching and learning situations to take place healthily.

b. Teacher soliciting

To foster diversity, these elementary school teachers created bi'ah Islamiyah and carried out many activities such as social services, inviting orphanages, cheap groceries bazaar. This condition is in line with Dale's statement (in Shah, 2001) which underlines the importance of direct student experience (learning by doing) in learning something in order to obtain optimal results. Through direct involvement, students actively with the physical world and their environment, for example seeing, hearing, feeling, experiencing directly, both individually and collectively, will get better learning outcomes.

c. Student responding

The data description shows that the student's response to the questions and assignments given by the teacher can be said to be good. Students pay attention to the learning given by the teacher. According to Gagne & Berliner (1984), information processing in learning will occur, if there is attention from the learner. Attention arises when the presenter / teacher is sympathetic and empathetic when teaching, and the material presented is in accordance with the needs of the students.

d. Teacher Reacting

In giving reactions to students' responses, there were mixed reactions. Some teachers said the importance of closeness and exploring the world of children. This condition is in accordance with the opinion of Key (1975) which states that teachers need to train and organize the process of democratic social structures in the classroom. Teachers must not be authoritarian. Teachers should have an integrative and democratic approach, uphold the ideal of democracy, and accept the rights of students as individuals (in Harding & Snyder, 1991). Teachers' reactions to student responses were also mostly done by giving praise and stars to students. In this case, Davies (1987) states that students will learn better and more if every step they take immediately gets a response and reinforcement from the teacher. This is confirmed by Broophy & Good (1986) which states, the most common teacher feedback is praise. Praise can create a positive mood

or classroom situation. Students will feel comfortable and motivated if the teacher in learning gives appreciation for the work done by students. If the teacher is able to provide positive feedback from student performance, the learning situation will be more responsive, active, and participatory (in Syah, 2004).

D. Conclusion

Based on the results of research and discussion, the following conclusions can be drawn:

Teacher learning actions that support students' religious development can be categorized into four important parts, namely teacher structuring, soliciting, student responding, and teacher reacting.

Teacher structuring is manifested by praying and praising the greatness of Allah SWT. Teacher soliciting is manifested by the teacher appearing very friendly and Islamic. Student responding was shown by some students often helping children with special needs, rowdy behavior, difficult silence behavior. Teacher reacting is shown by giving educational punishments, prioritizing praise and giving stars

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